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NORTH CAROLINA PUBLIC SCHOOLS, A STATUS REPORT OF THE PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN.

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THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION CONDUCTED A SURVEY DESIGNED TO EVALUATE THE PRESENT EFFECTIVENESS OF THE PROGRAM FOR TRAINABLE MENTALLY RETARDED (TMR) CHILDREN AND TO AID IN FUTURE PLANNING. OF 154 QUESTIONNAIRES DISTRIBUTED, 116 WERE RETURNED AND ASSESSED, ALONG WITH FORMS FOR TMR CLASSES FILED WITH THE DEPARTMENT. DATA DERIVED COVER ORGANIZATION AND ADMINISTRATION, THE TEACHER, PUPIL, AND CURRICULUM. TABLES REPORT ORGANIZATION OF CLASSES BY AGE RANGE, AVAILABILITY OF SEQUENTIAL PROGRAMS, AND AVAILABILITY OF SHELTERED WORKSHOPS. INFORMATION ON TEACHERS INCLUDES SEX, AGE, LEVEL OF TRAINING, TRAINING IN SPECIAL EDUCATION, COLLEGES ATTENDED FOR SPECIAL EDUCATION TRAINING, EXPERIENCE IN TMR CLASSROOMS, OTHER TEACHING EXPERIENCE, INSERVICE TRAINING, AND USE OF TEACHER'S AIDES. OTHER TABLES SHOW AGE AND IQ OF PUPILS, TMR CURRICULUM AREAS, A SUMMARY BY YEARS OF NUMBERS OF PUPILS AND TEACHERS IN THE TMR PROGRAM, AND A COMPARISON OF SEVEN OTHER STATES' TMR SERVICES. RECOMMENDED ARE GREATER COOPERATION OF SCHOOL ADMINISTRATIVE UNITS IN SPARSELY POPULATED AREAS, SMALLER AGE RANGES WITHIN CLASSES, ESTABLISHMENT OF SEQUENTIAL PROGRAMS WITH AT LEAST THREE CLASSES, MORE TEACHER COURSEWORK IN SPECIAL EDUCATION, AND MORE INSERVICE TRAINING ON CURRICULUM DEVELOPMENT AND TEACHING METHODS. THE TWO TMR TEACHER QUESTIONNAIRE AND CLASS REPORT FORMS ARE INCLUDED. (TS)

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A STATUS REPORT

NORTH CAROLINA PUBLIC SCHOOLS

PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN

1966 - 67

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH, N. C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NORTH CAROLINA PUBLIC SCHOOLS: A STATUS REPORT OF THE PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN

This report has been prepared by the staff of the Special Education Section, Division of Instructional Services, North Carolina Department of Public Instruction.

Felix S. Barker, Director

TABLE OF CONTENTS

	Page
List of Tables	iii
Introduction	1
Purpose	1
Procedure	2
Results: Organization and Administration	2
Results: Teachers	4
Results: Pupils	12
Results: Curriculum	14
Summary, Conclusions, and Recommendations	15

Appendices

A. TMR - Teacher Questionnaire
B. Form TC-2, Program for Trainable Mentally Retarded Children

LIST OF TABLES

Table		Page
I.	Summary by Years of Numbers of Pupils and Teachers in the Program for Trainable Mentally Retarded Children	1
II.	TMR Administration: Organization of Classes by Age Range	3
III.	TMR Administration: Availability of Sequential Program	4
IV.	TMR Administration: Availability of Sheltered Workshop	4
V.	Teachers of TMR: Sex	5
VI.	Teachers of TMR: Age	5
VII.	Teachers of TMR: Level of Training	6
VIII.	Teachers of TMR: Training in Special Education	7
IX.	Teachers of TMR: Colleges Attended for Special Education Training	8
X.	Teachers of TMR: Experience in a Classroom for the Trainable Mentally Retarded	9
XI.	Teachers of TMR: Other Teaching Experience	10
XII.	Teachers of TMR: Inservice Training	11
XIII.	Teachers of TMR: Use of Teacher's Aide	12
XIV.	TMR Pupils: Age	13
XV.	TMR Pupils: IQ	14
XVI.	TMR Curriculum: Areas Taught	15
XVII.	A Comparison of State Services to Trainable Mentally Retarded Students	16

NORTH CAROLINA PUBLIC SCHOOLS: A STATUS REPORT OF THE PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN

Introduction

The special class program for trainable mentally retarded children in North Carolina was initiated during the 1957-58 school year. That year 34 teachers enrolled 391 children in their classes.

As illustrated in Table I, the program for the trainable mentally retarded has grown to include 156 teachers and a total enrollment of 1,733 children. Based on the most commonly accepted prevalence figure of 3 per 1,000 of the school-age population, 48.8% of the trainable mentally retarded school-age population in North Carolina are being served in the public schools.

Table I

Summary by Years of Numbers of Pupils and Teachers in the Program for Trainable Mentally Retarded Children

Year	Teachers	Average Daily Attendance	Total Enrollment
1957-58	34	333	391
1958-59	49	493	546
1959-60	64	713	769
1960-61	76	865	926
1961-62	80	941	1,010
1962-63	92	995	1,110
1963-64	94	1,112	1,263
1964-65	105	1,215	1,270
1965-66	133	1,377	1,464
1966-67	156	1,642	1,733

Purpose

The purpose for studying the present status of the program for the trainable mentally retarded is two-fold: (1) to evaluate the effectiveness

of the present Statewide public school program for trainable children, and (2) to provide a base for planning for future program development to meet the needs of handicapped children through the public schools.

Procedure

The data included in this report were collected with two instruments: (1) the TC-2 Form listing children eligible for the TMR program, a State Department of Public Instruction report received from all State reimbursed classes for the trainable mentally retarded and kept on file in the Special Education Section office, and (2) a TMR Questionnaire which was sent to 154 teachers of the trainable mentally retarded during the first week of February 1967. (Two additional teachers were employed before the end of the 1966-67 school year.) One hundred sixteen teachers responded for a 76.8% return. (Examples of each of the two instruments used for collecting the data are included in the Appendices). Results of the study have been divided into four areas: organization and administration, the teacher, the pupil, and the curriculum.

Results: Organization and Administration

Seventy of the 169 administrative school units in North Carolina have one or more classes for trainable mentally retarded children, leaving 58.6% of the administrative school units with no program for trainable mentally retarded children. A number of units, however, cooperate by sending pupils from one unit to another to participate in a class. Therefore, the percentage of administrative units without access to a trainable class would be smaller.

The enrollment of the 116 class sample was examined to determine the individual intelligence test administered to meet the requirements for State

approval of the class. One hundred fifteen of the 116 classes, or approximately 99%, were screened predominately with the Stanford-Binet Intelligence Scale.

Table II illustrates the organization of these 116 classes by age range. Level I includes pupils with chronological ages of approximately six through ten. Level II includes pupils with chronological ages of approximately 10 through 15. Level III includes pupils with chronological ages of approximately 15 through 21.

Table II

TMR Administration:
Organization of Classes by Age Range

TMR Levels by Age Range	N	%
Age range too large to classify	86	74.2
Level I (C.A. 6-10)	12	10.3
Level II (C.A. 10-15)	12	10.3
Level III (C.A. 15-21)	6	5.2

Table II indicates that 74.2% of the sample fall in the "too large to classify" category. Approximately 10% of the classes are organized at Level I; 10%, at Level II; and only 5%, at Level III. A class was placed in the "too large to classify" category only when the age range of the class embraced more than one level.

Teachers were asked if the children in their classes have an opportunity to move sequentially from a Level I class to a Level II class, and finally to a Level III class. Table III shows that 65% of the teachers indicated that pupils in their classes do have opportunity to move sequentially from one class level to another.

Table III

TMR Administration:
Availability of Sequential Program

Teacher's Response	N	%
Yes	76	65.5
No	40	34.5

To ascertain continued community effort in programming for the trainable mentally retarded, teachers were asked if a community sheltered workshop is available for pupils after they complete the public school program.

Table IV

TMR Administration:
Availability of Sheltered Workshop

Teacher's Response	N	%
Yes	58	50
No	58	50

Table IV shows that 50% of the teachers indicated that a community sheltered workshop is available to pupils after they complete the public school program.

Results: Teachers

One hundred fifty-six teachers of the trainable mentally retarded were employed by 70 administrative units during the 1966-67 school year. Distribution of teachers by sex is shown in Table V.

Table V

Teachers of TMR: Sex

Sex	N	%
Male	3	2.6
Female	113	97.4

Table VI shows the age distribution of teachers of the trainable mentally retarded in North Carolina. The largest age frequency falls in the 50-59 range with 30.4%. The 40-49 age range follows with 24.4%. Twenty-one point seven percent of the teachers report their age as being in the 20-29 age range; 14.8% in the 30-39 age range; and only 7.8% in the 60-65 age range.

Table VI

Teachers of TMR: Age

Age Range	N	%
20 - 29	25	21.7
30 - 39	17	14.8
40 - 49	28	24.4
50 - 59	35	30.4
60 - 65	9	7.8
65 +	1	.9

To determine the level of training of teachers in the TMR program, the teachers were asked to report the extent of their education. Table VII indicates the level of training of the teachers who answered the questionnaire.

Table VII

Teachers of TMR: Level of Training

Level of Training - TMR	N	%
High School	2	1.7
1 year college	1	.9
2 years college	25	21.7
3 years college	27	23.5
College degree	47	40.9
Graduate work	3	2.6
Master's degree	10	8.7

Although the State regulations for teaching in the trainable program stipulates only two years of college training, 52% of the teachers hold a four-year college degree.

Teaching the trainable retarded child presents different emphases and methods in instruction. Table VIII presents the amount of training in special education the teachers have received.

Table VIII

Teachers of TMR:
Training in Special Education

Semester Hours of Special Education	N	%
0	50	43.1
3 semester hours	12	10.4
6 semester hours	14	12.0
9 semester hours	13	11.2
12 semester hours	7	6.0
15 semester hours	4	3.5
18 semester hours	2	1.7
21 semester hours	2	1.7
24 semester hours	4	3.5
Above 24	8	6.9

Table VIII shows that 43.1% of the teachers have had no special coursework; 33.6% have had three to nine semester hours of coursework. The remaining 23.3% of the teachers have had from 12 semester hours to beyond 24 semester hours.

The teachers were also asked to indicate where their special education training was received. Table IX reports these results.

Table IX

Teachers of TMR: Colleges Attended
for Special Education Training

College	N	%
University of North Carolina - Chapel Hill	8	12.1
Appalachian State Teachers College	7	10.6
Western Carolina College	17	25.7
East Carolina College	6	9.1
A & T College	5	7.6
North Carolina State University	1	1.5
North Carolina College	4	6.1
University of North Carolina - Greensboro	10	15.2
Other in State	6	9.1
Out of State	2	3.0

Western Carolina College has provided special education coursework to the largest number of teachers. Of the teachers having received special training, 25.7% report that they received their special training there. Fifteen percent of the teachers receiving special education coursework indicated they received it at The University of North Carolina at Greensboro. (It is interesting to note that The University of North Carolina at Greensboro has discontinued its course offerings in the area of special education for the mentally retarded.) The University of North Carolina at Chapel Hill, Appalachian State Teachers College, and East Carolina College show moderate activity in training teachers of trainable mentally retarded children.

Table X indicates the number of years the teachers have taught trainable children. The 1966-67 school year was the first year of experience with trainable children for 24.1% of the teachers.

Table X

Teachers of TMR: Experience in a Classroom for the Trainable Mentally Retarded

TMR Experience	N	%
1 year experience	28	24.1
2 years experience	15	13.0
3 years experience	12	10.3
4 or 5 years experience	13	11.2
6 to 10 years experience	42	36.2
Over 10 years experience	6	5.2

During the 1966-67 school year 22 new State reimbursed classes for trainable children were initiated. Hence, only five of the new teachers reporting actually filled vacant teaching positions. These vacancies indicate a 3.8% turnover rate for the trainable program.

Table XI reports teaching experience in areas other than in the trainable program.

Table XI

Teachers of TMR: Other Teaching Experience

Other Teaching Experience	N	%
None	42	36.2
1 year experience	13	11.2
2 years experience	13	11.2
3 years experience	6	5.2
4 or 5 years experience	9	7.8
6 to 10 years experience	10	8.6
Over 10 years experience	23	19.8

It is interesting to note that among the teachers who have taught in other situations, approximately 20% have had over ten years of experience. The large percentage of teachers indicating no teaching experience in other areas may be due to the lower level of education required to teach in the trainable program.

To determine the amount of inservice training available, teachers were asked to report their participation in inservice training programs. Table XII presents these results.

Table XII

Teachers of TMR: Inservice Training

Amount of In-service Training	N	%
None	70	60.3
Less than one day	5	4.3
One day	4	3.5
Two days	9	7.7
Three days	8	6.9
Four days	4	3.5
Five or more days	16	13.8

Sixty percent of the teachers indicated that they have had no inservice training programs during the school year. The next largest percentage, 13.8%, indicated five or more days of inservice training.

The State Board of Education rules and regulations for trainable classes stipulate that a teacher's aide must be utilized. It was reported that 96% of all classes do employ a teacher's aide. Table XIII indicates the hours per day the aide is used.

Table XIII

Teachers of TMR: Use of Teacher's Aide

Hours Per Day Aide is Used	N	%
Two hours	1	.9
Four hours	2	1.7
Five hours	10	8.6
All day	98	84.5
No aide used	5	4.3

As indicated, the large majority of aides (84.5%) are used all day.

Results: Pupils

During the 1966-67 school year 1,733 pupils were enrolled in special classes for the trainable mentally retarded. The average class size was 11.3, with an average of seven males and five females in each class.

Table XIV presents the age distribution of all 1,733 pupils enrolled in trainable classes during the 1966-67 school year.

Table XIV

TMR Pupils: Age

Age	Number
5	0
6	3
7	87
8	147
9	192
10	151
11	175
12	158
13	189
14	135
15	127
16	118
17	94
18	64
19	55
20	24
21	7
21 +	7

The largest number of pupils range in age from seven to seventeen with age nine occurring most frequently.

The rules and regulations of the State Board of Education state that pupils enrolled in trainable mentally retarded classes must have an intelligence quotient within the approximate range of 30 to 50. Table XV illustrates the IQ ranges of pupils enrolled in trainable classes during the 1966-67 school year.

Table XV

TMR Pupils: IQ

IQ Range	N	%
50 and above	464	26.8
45 - 49	402	23.2
40 - 44	347	20.0
35 - 39	222	12.8
30 - 34	227	13.1
29 and below	71	4.1

As indicated, the largest IQ grouping falls in the "50 and above" range. This is understandable in that pupils with intelligence quotients in the 50 to 60 range will often display an impairment in adaptive behavior commensurate with the definition of the trainable mentally retarded. The smallest IQ grouping falls in the "29 and below" range.

Results: Curriculum

To determine the elements of the curriculum in the trainable classes across North Carolina, teachers were asked to list the type of instruction that takes place in their classrooms. These data have been placed in the appropriate category as presented in Table XVI.

Table XVI

TMR Curriculum: Areas Taught

Curriculum Areas Taught	N	%
Self-Help Skills	62	53
Communication Skills	44	38
Social Development Skills	63	54
Economic Usefulness	4	3
Physical Education	81	70

Fifty-three percent of teachers report instructional activities in the area of self-help skills; 38%, in the area of communication skills; and 54%, in the area of social development skills. Only 3% of the teachers report instructional activities in the area of economic usefulness, while 70% of the teachers report activities in the area of physical education.

In the preparation of their curriculum, 64.7% of the teachers report that they follow a curriculum guide, while 48% indicate that they use commercial materials that are especially prepared for use with mentally retarded pupils.

Summary, Conclusions, and Recommendations

The North Carolina public school program for trainable mentally retarded children has grown very rapidly since its initiation in 1957, with an average growth rate of 14 new classes per year. The 1,733 pupils enrolled during the 1966-67 school year constituted 48.8% of the theoretical school-age population of trainable children. This figure compares very favorably with the efforts of other states as reported by a recent Florida Department of Education

Survey.[1] Presented in Table XVII are the data collected from the eight states showing the greatest effort in the survey.

Table XVII

A Comparison of State Services to
Trainable Mentally Retarded Students

State	School Population*	Number of TMR Students*	% of TMR Population
Massachusetts	999,900	1,576	52.5
North Carolina	1,183,690	1,733	48.8
Tennessee	870,300	1,267	48.5
Missouri	954,600	1,330	46.4
Florida	1,192,700	1,617	45.2
Michigan	1,932,000	2,595	44.8
Minnesota	793,500	839	35.2
Illinois	2,057,300	1,537	24.9

*North Carolina figures are based on the 1966-67 school year. All other figures are from the 1965-66 school year.

As indicated in this Table, North Carolina ranks second in percentage of TMR population enrolled in special classes.

Seventy of the 169 administrative school units in the State operate State reimbursed classes for trainable children. In some instances, pupils from an administrative unit having no classes are enrolled in trainable classes in an adjacent unit. In relatively rural areas inter-unit cooperation is encouraged as much as possible to provide a group of children

[1]Florida State Department of Education, Comparative Survey of Programs for Exceptional Children: 16 States of Similar Size, 1965-66, Survey Report of Division of Curriculum and Instruction, Education for Exceptional Children Section, Tallahassee: The Department, April 1967, 15 pp.

large enough to support a class. Inter-unit cooperation also allows smaller age-range groupings within classes. The report indicates that approximately three-fourths of the trainable classes have an age range of six years or more, embracing children at more than one instructional level.

In determining the presence of continued community effort in providing a program for the pupils, it was found that 50% of the school programs have sheltered workshops available to pupils as they complete the public school program. This is a very encouraging figure which suggests that there is a great deal of community level concern and activity in the State.

A 4% rate of teacher turnover last year suggests that teachers of trainable children enjoy their work. The trainable teachers are almost totally female and predominately middle aged (40-60). The majority have a four-year college degree but little training in special education and relatively few opportunities for inservice training. In the classroom teachers emphasize physical education, social development skills, and self-help skills. Ideally, all trainable teachers should be teaching in each of these five basic areas. Thus, it is indicated that some teachers need more training in curriculum development.

The great majority of pupils in trainable classes range in age from seven to seventeen with intelligence quotients ranging from 40 to 55.

To provide for continued growth and development of the North Carolina public school program for trainable mentally retarded children, the following recommendations are presented:

1. Local school administrative units in relatively sparsely populated areas should be encouraged to cooperate with adjacent units in establishing and providing programs for trainable mentally retarded children.

2. Although rigid age limits are not advocated or desirable, closer attention should be given to establishing smaller age ranges within classes.
3. When at all possible, a sequential program, with at least three classes should be established to provide for smaller age ranges and appropriate instruction.
4. Teachers should be encouraged to take more coursework in special education.
5. More inservice training opportunities should be provided for teachers specifically dealing with curriculum development and methods of teaching.

APPENDICES

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
Division of Instructional Services
Special Education Section

TMR - TEACHER QUESTIONNAIRE

1. Administrative Unit _____ School _____

2. Name _____

3. Age: 20 - 29 _____ 50 - 59 _____
30 - 39 _____ 60 - 65 _____
40 - 49 _____ 66 - _____

Sex _____

4. Check the highest level of formal education you have completed.

High School _____ 3 years college _____
1 year college _____ College Degree _____
2 years college _____ Graduate Work Completed _____
Masters Degree _____

5. Degree held (if applicable) _____ From (College) _____

6. How many hours of college credit do you have in Special Education?

Semester hours _____ (or Quarter hours _____)

7. At what college has the majority of your special education training been received? (check one)

UNC _____ N. C. State _____
Appalachian _____ N. C. College _____
Western Carolina _____ UNC - G _____
East Carolina _____ Other in State (name) _____
A & T College _____ _____
Out of State _____

8. How many days per year do you participate in in-service training in Special Education?

none _____ two days _____

less than one day _____ three days _____

one day _____ four days _____

five days or more _____

9. Describe type of in-service training briefly.

_____

_____

_____

10. How many years teaching experience have you had with the trainable mentally retarded (including present position)? (check one)

one year _____ three to five years _____

two years _____ five to ten years _____

three years _____ over ten years _____

11. How many years teaching experience have you had with children other than mentally retarded children? (check one)

one year _____ three to five years _____

two years _____ five to ten years _____

three years _____ over ten years _____

12. Do you have a teacher's aide? Yes _____ No _____

If yes, how many hours per day? (check one)

less than one hour _____ three hours _____

one hour _____ four hours _____

two hours _____ five hours _____

all day _____

13. Do you use instructional materials and supplies that are commercially prepared for mentally retarded students? (check one)

Yes _____ No _____

If yes, describe briefly the special materials used.

_____

_____

_____

14. Do you follow a prepared curriculum plan or guide for your instruction?

Yes _____ No _____

15. Will (or have) the children in your class be (been) able to move in a sequential manner through a complete trainable mentally retarded program?

Yes _____ No _____

Check the sequential trainable mentally retarded class levels that are now available to your students.

Level I (C.A. 6-10) _____

Level II (C.A. 10-15) _____

Level III (C.A. 15-18 or 21) _____

16. Is there a community sheltered workshop available to the older trainable mentally retarded students as they leave your school program?

Yes _____ No _____

17. Briefly list the areas of training you stress in your curriculum (e.g., physical development)

_____

_____

_____

_____

_____

_____

_____

Form TC-2
7-17-57—M

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION – PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN

List of Children Eligible for Program to be Operated by

_____ Board of Education at _____
(Location of Training Center)

NAME OF CHILD (last, first)	BIRTHDATE (Yr. Mo. Da.)	I. Q. Score	NAME OF Intelligence Test	NAME OF Psychologist	DATE TEST Given	NAME OF Physician
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

The above listed children have been found to be eligible in keeping with the criteria and procedures for determining eligibility of children for the program.

_____ _____
(Superintendent) (Date)

NOTE: File one copy with Director, Special Education, Department of Public Instruction, in support of application at beginning of year. Subsequently, file one copy when requesting that additional children be approved for admission.